

The University of Akron Institute for
Health and Social Policy Presents:

An Adolescent Substance Abuse
Prevention Program Study (ASAPS)



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D.A.R.E. Program Content (10 lessons):

- Knowledge of drugs and consequences for use/abuse
 - Personal, Legal and Social consequences of use
- Character development
- Peer pressure
- Drug dependency
- Normative Beliefs about drug use
- Justice system
- Substance use and teen driving
- Drug testing
- Media Literacy
- Violence and conflict management
- Resistance skills
- Relationships and Communication Skills



Weaknesses of “Old D.A.R.E.” Curriculum

- Too much content, too disconnected
- Not sufficient time to practice/master resistance skills
- Didactic rather than interactive
- Instructor focused rather than student focused



Strengths of D.A.R.E.

- D.A.R.E. is a delivery system of officer/instructors
- D.A.R.E. has a presence in 80% of school districts nationwide
- D.A.R.E. officers are an additional resource to the classroom (does not add to teacher responsibilities)
- D.A.R.E. training program strengthens implementation fidelity
- Itinerant teachers (officers) coming into the classroom during prescheduled times insures that classroom time is devoted to the prevention program

The New *D.A.R.E.* For Middle and High School Students

Take Charge of Your Own Life!





Goal of New Prevention Curriculum:

To Reduce or Dramatically Delay the Use of Tobacco, Alcohol, and illegal drugs.

- Understand the health, social and legal consequences of using tobacco, alcohol, and illegal drugs.
- Examine their own beliefs related to substance use and its consequences.
- Develop and use communication and resistance skills when pressured to use.
- Make positive quality of life decisions about substance use and the avoidance of violence.



Core Elements of Prevention Programs

- **Structure:** How the program is organized and constructed (e.g., necessary number of sessions, critical age or description of target audience).
- **Content:** The most important informational and/or educational components of the program (e.g., inclusion of both peer refusal skills and social norm development).
- **Delivery:** How the program is given to and received by the audience (e.g., are instructors well trained to deliver the curriculum to maintain fidelity to the program's core elements).



Principals of Prevention for School-Based Programs

- Reaches children from kindergarten through high school (at minimum during the critical middle and junior high school years).
- Multiple years of intervention.
- Uses well-tested standardized intervention with detailed lesson plans/materials.
- Uses age-appropriate interactive teaching methods.
- Fosters prosocial bonding to school/community.
- Retains core elements of effective intervention design.
- Periodic evaluation to determine program effectiveness.



Necessary Components of School-Based Programs

- Teaches social competency skills that are culturally and developmentally appropriate.
- Promotes positive peer influence.
- Promotes antidrug social norms.
- Emphasizes skills-training teaching methods.
- Includes an adequate “dose” (10 to 15 sessions in year 1 and another 10 to 15 in booster).



Curriculum Design Criteria

- Communication and resistance skills at the core.
- Emphasis on creating anti-use norms.
- Highly engaging problems-driven activities.
- Authentic pressure-to-use problems.
- Critical thinking skills required.
- Spiral sequence of skill development.
- Extensive small group deliberations (limited lecturing).
- Appropriate use of technologies.
- Culturally and socially sensitive.
- Inclusive of all learners.



Three Major Emphases:

- Normative beliefs among adolescents
- Perceptions of risks of substance use/abuse on adolescents
- Social problem solving skills
 - communication skills
 - decision making skills
 - resistance/assertiveness skills



Curriculum Design:

- Interactive
- Constructivist learning
 - real life
 - addresses the concerns and problems of adolescents
- Significant time devoted to practice
 - application of new skills and knowledge
- Spiraling
 - building and integrating from simple to complex

Middle School Lessons

Lesson	Normative	Communication Skills	Resistance Assertive	Knowledge	Media Literacy	Violence	Decision Making
DARE GAME	XX	X		XX	X	X	
BRAIN	X	X		XX			X
MEDIA	X	XX	X	X	X		X
NEWS	XX	X	X	X	X		X
MOVIES	X	X	X	X			XX
ANTHONY'S	X	XX	XX	X			XX
PRACTICE	X	X	XX	X	X		XX
COOL IT!		XX	X			XX	XX
COURT	X	X		XX			XX
GAME	XX	X	X	XX	X	X	X

Evaluation Study Design





Research Questions:

- Are there differences in the subsequent substance use behaviors of children who receive the program compared to those who were in the comparison schools?
- To what extent is the program's effectiveness a function of the implementation fidelity of the delivered program?
- To what extent is the program's effectiveness a function of the student's exposure to the program?
- What is the relationship between program mediators (normative beliefs, skills, etc.) and subsequent substance use?
- What is the effect of attrition or dropping out of school on the effects of the intervention?



Local Feasibility Studies

Ohio Schools Participating in the 7th Grade Pilot Studies:

Akron (Officer Ben Surblis)

Amherst (Officer Les Carrander)

Aurora (Officer Vickie Yendriga)

Canfield (Officer Paul Lasky)

Cuyahoga Falls (Officers Sharon Ray and Ron Wahl)

Canton (Officer Steve Silver)

Macedonia/Nordonia/St. Barnabas (Officer Keith Obly)

Southeast/Windham (Deputies Susan Hillegas and Dan Burns)



Local Feasibility Studies

Ohio Schools Participating in the 9th Grade Pilot Studies:

Akron (Officers Ben Surblis, Dawn Forney, Cathy Clawson)

Canfield (Officer Paul Lasky)

Cuyahoga Falls (Officers Sharon Ray)

East Palestine (Officer Brian Moore)

Hartville (Officer Don Gopp)

Nordonia (Officer Keith Obly)

Parma (Officer Dan Straub)

Reynoldsberg (Officer Katherine Meilke)

Waterloo/Windham (Deputies Susan Hillegas and Dan Burns)¹⁸

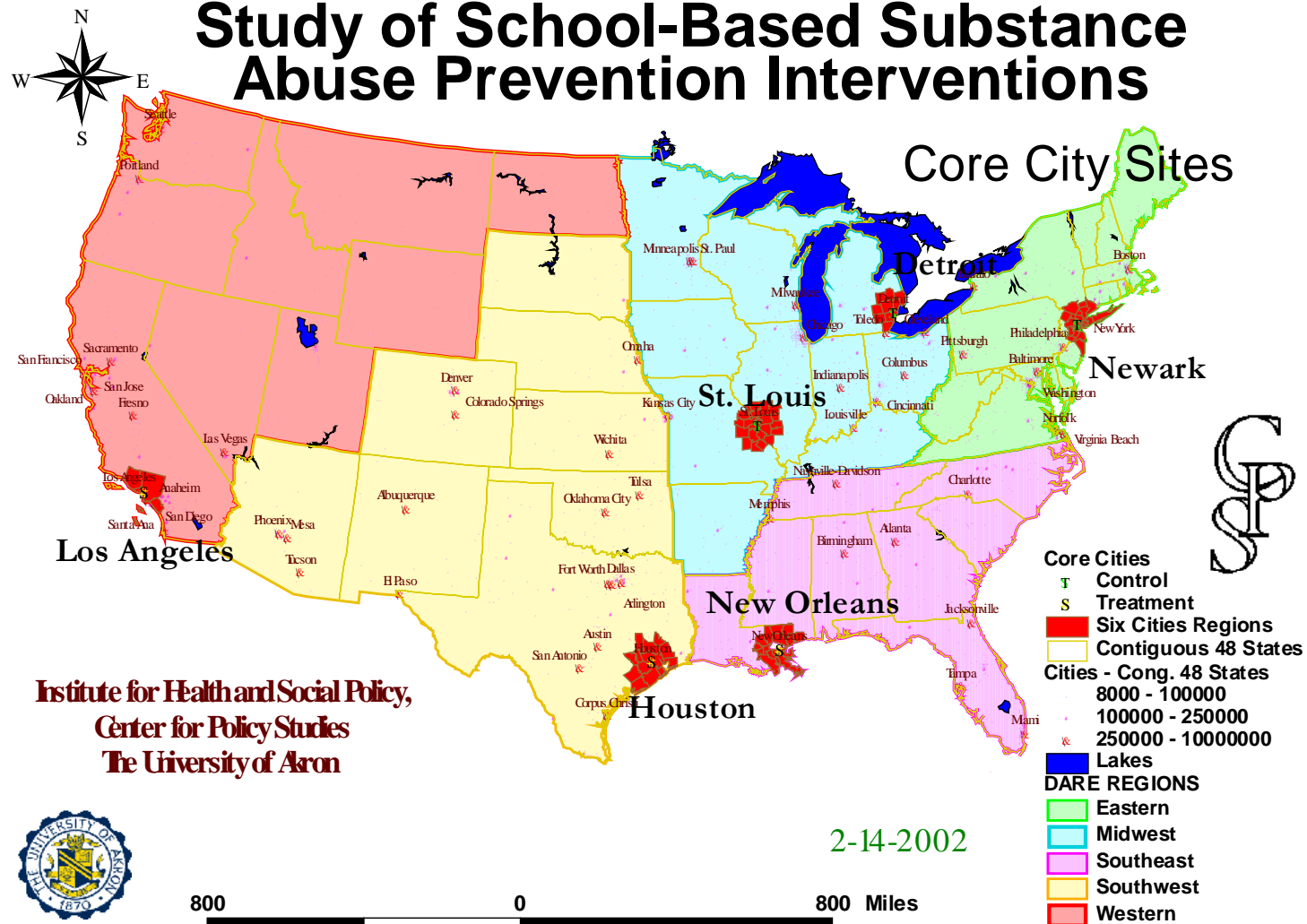


School Sample

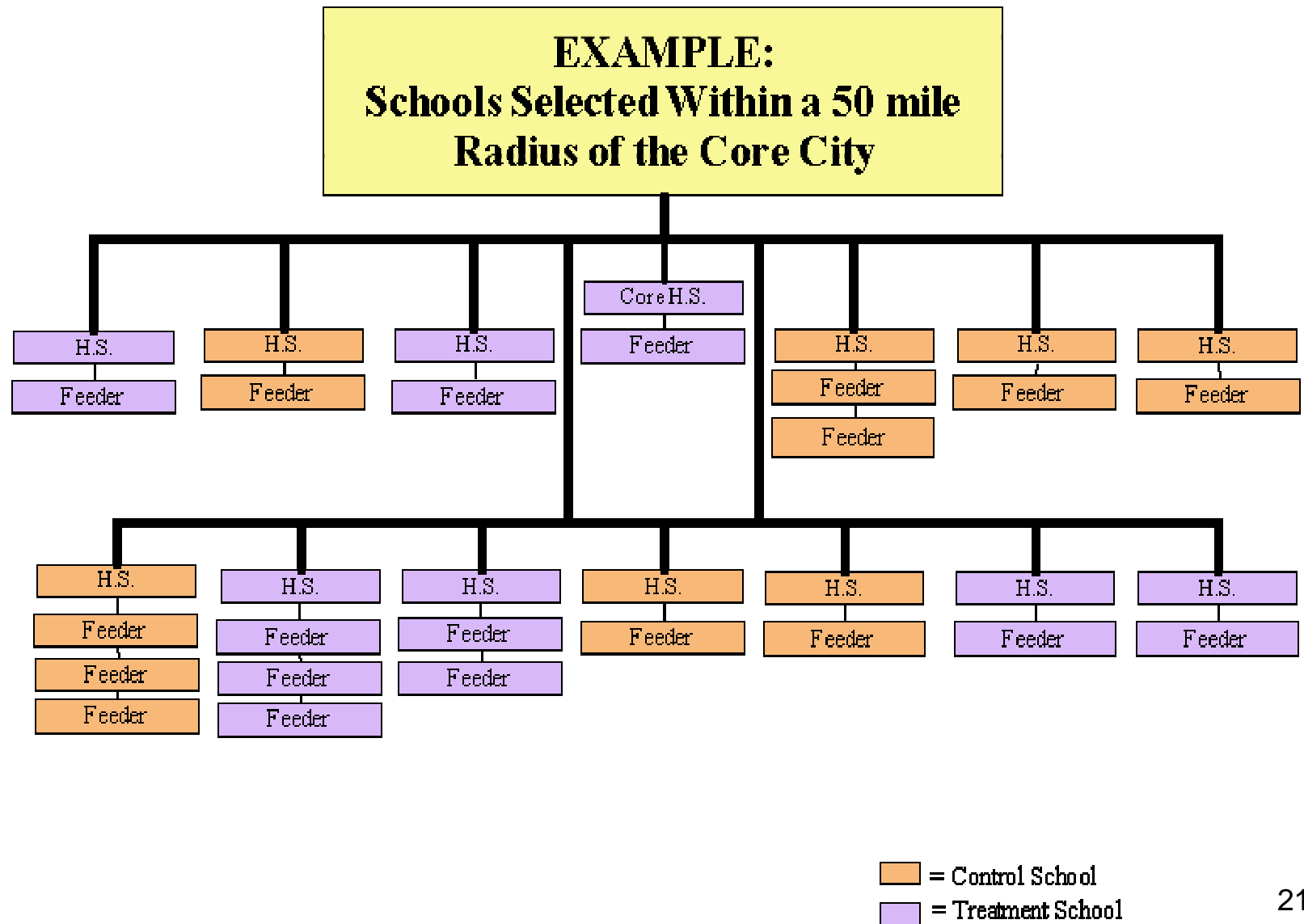
- Because we are evaluating the combined effects of the 7th AND 9th grade program, the unit of assignment is a school cluster made up of:
 - One high school
 - All feeder middle schools
- To be able to evaluate the program effects we need 80 school clusters
 - 40 to receive the intervention (intervention schools)
 - 40 to continue with existing prevention activities (comparison schools)

Diversity

Study of School-Based Substance Abuse Prevention Interventions



School Clusters:





Participation Criteria:

- Randomly selected within 50 miles of core
- Agree to be randomly assigned to either intervention or comparison condition
- Middle schools commit to 2 years (2001/2002)
- High schools commit to 3 years (2003-2005)
- High school and all feeder middle schools must agree to participate



Data Collection:

■ Student Survey

- Active parental consent
- Active student consent
- Student survey administered in one 40 minute class session
- Confidentiality

■ Implementation Fidelity

Timeline for Intervention and Data Collection

<u>Study Group</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Group 1	Pretest 7 th grade Intervention Posttest	8 th grade Posttest	Pretest 9 th grade Intervention Posttest	10 th grade Posttest	11 th grade Posttest
Group 2	Pretest 7 th grade Posttest	8 th grade Posttest	Pretest 9 th grade Posttest	10 th grade Posttest	11 th grade Posttest
Group 3		7 th grade Intervention		9 th grade Intervention	